

THE NEW STATE TEACHERS COLLEGES

On February 13, Governor E. Lee Trinkle signed a bill, known as Senate Bill No. 121, which changed the names of the State Normal Schools for Women at Farmville, Harrisonburg, Fredericksburg and Radford to the State Teachers College at Farmville, State Teachers College at Harrisonburg, State Teachers College at Fredericksburg, and State Teachers College at Radford.

Many people in Virginia perhaps, and in other states, who are not familiar with the development of teacher-training institutions, may wonder why this change was made. For that reason we are publishing, with slight modifications, a brief which was prepared by the author, subscribed to by all the presidents of the four State Teachers Colleges, and submitted to the Virginia Legislature of 1924.

SUMMARY OF REASONS FOR CHANGE

1. The Normal Schools are now colleges in character of work done and in admission requirements.
2. The Bachelor of Science degree is now conferred upon the graduates of the four year courses in all of the four schools.
3. In the popular mind "schools" are not supposed to do work of college grade.
4. The terms Agricultural and Mechanical College, Medical College, Teachers College, etc., are now universally applied to professional institutions doing work of college grade.
5. Today more than sixty percent of the states of the union designate their teacher-training institutions as teachers¹ colleges.
6. The change in name will attract more students to our teacher-training institutions.
7. A superior type of student will be induced to enter training for teaching.
8. The Colleges will be able to secure better staffs of instructors for the same compensation.
9. The institutions will be able to maintain higher professional and social standards in their student bodies.
10. More matured and better prepared teachers will be furnished for both city and rural schools.
11. Collegiate education at a low comparative

¹The term "Normal College" is used in a few instances.

cost will be within the reach of the girls of Virginia from homes of moderate means.

12. The four Normal Schools are now prepared from the standpoints of financial support, teaching staff, plant and equipment to assume the title of State Teachers Colleges.

1. The Normal Schools when first established in Virginia embraced not only work of college grade but also four years of secondary preparation, at the same time devoting considerable time to the review of elementary school subjects. These institutions have developed along with the rapidly expanding high school system of Virginia and the constant elevation of the standard of the teaching force of our public schools until today not only are their entrance requirements on a parity with those of the University of Virginia, the College of William and Mary, and all other standard colleges in Virginia, but their work also is in every respect of college grade.

2. The General Assembly of 1916 took into recognition this development in the Normal Schools and granted them the privilege of conferring upon the graduates of their four-year standard college courses for the training of teachers the Bachelor of Science degree in education. Since this time these courses have been organized and perfected until the graduates of these courses not only receive the highest certificate granted by the State Board of Education, the Professional Collegiate Certificate, but are also admitted to the graduate departments of education of our leading universities.

3. Many difficulties arise, however, because in some quarters, people are not aware of the development of the Normal Schools, and, basing their views upon their conception of the Normal Schools as they formerly existed, conceive of *Normal Schools* as doing a grade of work inferior to that of the colleges. This misconception, which exists in the minds of some accrediting agencies and in the minds of some patrons of higher education, results almost entirely from the name *Normal School*, under which these institutions operate.

4. This misconception is natural and will inevitably prevail until the term college is incorporated into the title of these institutions

doing work of *college* grade. Educational terminology has been refined and standardized until today the term "college" is universally applied to institutions doing work above secondary grade. This movement has been especially pronounced in professional institutions to avoid the misleading terms of institutes, seminaries, schools, etc. Instead of these terms one now finds Agricultural and Mechanical College, Medical College, and Teachers College, terms that not only announce that the work done by these institutions is of college grade but also by the adjective which precedes the word "college" clearly define the professional character and objectives of the institution. The term State Teachers College clearly defines the purpose and the grade of our four State institutions for the training of teachers.

5. These problems have presented themselves to teacher-training institutions throughout our entire country and various states have changed the names of their normal schools to Teachers Colleges until the time is fast approaching when the term normal school applied to a teacher-training institution will be the exception rather than the rule. Today more than sixty percent of the states of the Union designate their teacher training institutions as teachers' colleges. The movement is characteristic of no particular section of the United States but prevails in the North, South, East and West. North Carolina, South Carolina, West Virginia, Kentucky, Georgia, Texas, Arkansas, Illinois, Missouri, Rhode Island, Michigan, Minnesota, Kansas, Nebraska, Oklahoma, New Mexico, the Dakotas, Colorado, Iowa, and California are some of the many states that have organized their teacher training institutions as teachers' colleges and have given them the appropriate title. At the conclusion of this statement will be found a list of the exact titles of the State Teachers Colleges of the United States. A brief examination of this list will show conclusively that the term Teachers College is being substituted for the title Normal School throughout the country.

6. Hon. J. J. Tigert, U. S. Commissioner of Education in 1923, said before the American Association of Teachers Colleges: "Out of all this chaos there appears much en-

couragement in the rapid progress being made toward expansion and standardization of state normal schools by conversion into four-year teachers' colleges. This movement is one that can safely be characterized as national, in the sense that it appears to be developing at an irresistible momentum, and is apparently destined to spread over the entire nation, and will tend to standardize the teachers' colleges in the nation to a degree comparable to the colleges and universities. This movement had its inception in the East but its greatest stimulus came from the West. Though the momentum for the teachers' college movement seems greater in the West, yet it is operating in the East, as is evidenced by the action of the legislature in Maryland in 1922, which, though it does not give the institutions of this state the title "college," yet authorizes the conferring of degrees upon the graduates of the four-year course.

"This tendency towards the nationalization of the teachers' colleges is the most hopeful sign that we have of anything like a consistent, coherent and sound policy in the tangled web that besets the teacher-training problem in this country.

"While we rejoice in the rapid growth of the four-year teachers' colleges in all parts of the country, we believe and are glad to see that the two- and three-year courses are not being abandoned by these institutions. For a long time we shall have to provide these shorter courses for training elementary teachers who cannot as yet secure four years of professional training. Some day we may achieve a goal of four years above high school for all teachers, but this will not be reached for some time to come. It is gratifying to note that of the 60 teachers' colleges from which the reports are now available, 40 retain the one-year course, 54 retain the two-year course, and 33 retain the three-year course. This indicates a laudable desire upon the part of these institutions to function so as to render the largest service to the public school system and the state."

7. An exhaustive study of the results achieved in those teacher training institutions that have already become teachers' colleges has convinced us that not only has the change in name not in any way diverted these schools

from their primary objective of training teachers but on the other hand the change has resulted in most valuable benefits to the teacher training work of these states. (a) The change of name to Teachers College has resulted uniformly in a large increase in the enrollment of students, demonstrating that the term "college" carries with it strong prestige in the minds of both high school graduates and their parents. This increase has also been characterized by the entrance into the teaching profession of a superior type of high school graduate. (b) Teachers Colleges have also been able to secure a better staff of instructors for the same compensation, as teachers prefer teaching in "colleges" to institutions that do not have this title. There has already been a decided effort on the part of many instructors in the faculties of the Virginia Normal Schools to seek additional training and the higher degrees in anticipation of the change which they feel is sure to come in the designation of these institutions. (c) Due to the improved teaching staff and greater maturity of the students, higher professional standards and higher social standards among students have also accompanied these changes. (d) Lengthened courses, especially for elementary teachers, have enabled the teachers' colleges to turn out more mature and more thoroughly and completely trained teachers. (e) The problem of training properly an elementary teacher for city schools in two years is gradually getting beyond the area of possibility and cities are insistently and in increasing numbers calling for teachers of longer training. (f) The girl graduates of our rural and small town high schools attend our normal schools in large numbers and upon them we must depend largely for that rural leadership which is to bring our rural schools up to the splendid standards achieved by our best

city systems. This will require the best training and prestige which our teacher training institutions can offer. (g) The normal schools are now registering 75 percent or more of the girl graduates of our accredited high schools who go to any higher institutions of learning. They have already enrolled more than 2000 of the girl graduates of the graduating classes of the accredited high schools of Virginia in 1923. Probably not more than 2300 of these graduates are attending any higher institutions of learning. Those enrolled in the normal schools in the main are students from the homes of moderate means. They find in the teacher-training institutions of Virginia traditions and social standards that encourage an inexpensive student life which their financial resources will provide. They find in these institutions a high grade of college work supported and approved by the Commonwealth of Virginia, and it is evident that they should receive all the advantages that the State can confer upon them by placing upon their certificates and diplomas the corporate title of The State Teachers College.

8. These four institutions are now prepared in virtue of their financial support, the fine character of their teaching staffs, plant and equipment, to assume the title of State Teachers College and take their stand with those institutions now recognized by the State Board of Education as standard colleges. For the past six years, under authority granted them by the Legislature of 1916, these institutions have sent out splendidly trained teachers with the Bachelor of Science degree. In the absence of definite standards in Virginia for Teachers Colleges these institutions have submitted their credentials to the American Association of Teachers Colleges, three of the four have been admitted to the Association and the application of the fourth will soon be acted upon by that body.

The State Teachers Colleges in the United States in 1923-1924
Present Title *Former Title*

Arkansas

Arkansas State Teachers College Arkansas State Normal School

California

Humboldt State Teachers College Humboldt State Normal School

State Teachers College (Fresno) Fresno State Normal School

Chico State Teachers College Chico State Normal School

State Teachers College of Santa Barbara Santa Barbara State Normal School

<i>Present Title</i>	<i>Former Title</i>
State Teachers College of San Diego	San Diego State Normal School
San Francisco State Teachers College	San Francisco State Normal School
San Jose State Teachers College	San Jose State Normal School
<i>Colorado</i>	
Colorado State Teachers College	State Normal School
Western State College of Colorado	Colorado State Normal School
<i>Georgia</i>	
Georgia State College for Women	Georgia Normal and Industrial College
Georgia State Womans College	Southern Georgia State Normal College
<i>Illinois</i>	
Eastern Illinois State Teachers College . . .	Eastern Illinois State Normal School
Northern Illinois State Teachers College . .	Northern Illinois State Normal School
Western Illinois State Teachers College . .	Western Illinois State Normal School
Illinois State Normal University	
<i>Iowa</i>	
Iowa State Teachers College	Iowa State Normal School
<i>Kansas</i>	
Kansas State Teachers College (Emporia) .	Kansas State Normal School
Kansas State Teachers College (Pittsburg) .	State Manual Training Normal School
Kansas State Teachers College (Hays) . .	Fort Hays, Kansas, Normal School
<i>Kentucky</i>	
Western State Normal and Teachers College	Western State Normal School
Eastern Kentucky State Teachers College and Normal School	Eastern Kentucky State Normal School
<i>Louisiana</i>	
Louisiana State Normal College	State Normal School
<i>Maryland</i>	
Maryland Normal School (organized on college basis but change in name not made)	
<i>Massachusetts</i>	
(Normal schools recently organized as teachers colleges but change in name not made)	
<i>Michigan</i>	
Central Michigan Normal College, (Mt. Pleasant)	Central State Normal School
Michigan State Normal College (Ypsilanti)	
<i>Minnesota</i>	
State Teachers College (Bemidji)	State Normal School
Duluth State Teachers College	State Normal School
State Teachers College (Mankato)	State Normal School
State Teachers College of Minnesota (Moorhead)	State Normal School
State Teachers College (Winona)	State Normal School
State Teachers College (St. Cloud)	State Normal School
<i>Mississippi</i>	
Mississippi Normal College	No Change
<i>Missouri</i>	
Southeast Missouri State Teachers College	Third District State Normal School
Northeast Missouri State Teachers College	First District State Normal School
Northwest Missouri State Teachers College	Fifth District State Normal School
Southwest Missouri State Teachers College	Fourth District State Normal School
Central Missouri State Teachers College	State Normal School
<i>Montana</i>	
Montana State Normal College	Montana State Normal School
<i>Nebraska</i>	
Nebraska State Normal School and Teach-	

<i>Present Title</i>	<i>Former Title</i>
ers College	Nebraska State Normal School
Nebraska State Normal School and Teachers College	Nebraska State Normal School
Nebraska State Normal School and Teachers College	Nebraska State Normal School
Nebraska State Normal School and Teachers College	Nebraska State Normal School
<i>New Mexico</i>	
New Mexico Normal University	No Change
New Mexico State Teachers College.....	New Mexico State Normal School
<i>New York</i>	
State College for Teachers (Albany)	State Normal School; Normal College
<i>North Carolina</i>	
East Carolina Teachers College	East Carolina Teachers Training School
<i>North Dakota</i>	
State Teachers College (Valley City)....	State Normal School
<i>Ohio</i>	
State Normal College (Bowling Green)...	No Change
Teachers College of Miami University...	Ohio State Normal College
State Teachers College (Kent)	Kent State Normal School
<i>Oklahoma</i>	
Southeastern State Teachers College	Southeastern State Normal School
East Central State Teachers College	East Central State Normal School
Northwestern State Teachers College ...	State Normal School
Central State Teachers College.....	Central State Normal School
Southwestern State Teachers College....	Southwestern State Normal School
Northeastern State Teachers College.....	State Normal School
<i>Rhode Island</i>	
Rhode Island College of Education	Rhode Island State Normal School
<i>South Carolina</i>	
Winthrop College	Winthrop Normal and Industrial College
<i>South Dakota</i>	
Northern State Teachers College.....	Northern Normal and Industrial School
Southern State Teachers College	Southern State Normal School
<i>Texas</i>	
Sul Ross State Teachers College	Sul Ross Normal College
West Texas State Teachers College.....	West Texas State Normal College
East Texas State Teachers College.....	East Texas State Normal College
North Texas State Teachers College	North Texas State Normal College
Sam Houston State Teachers College....	Sam Houston Normal Institute
Southwest Texas Teachers College	Southwest Texas Normal School
Steven Austin Teachers College	
<i>Virginia</i>	
The State Teachers College at Farmville..	The State Normal School for Women
The State Teachers College at Harrisonburg	The State Normal School for Women
The State Teachers College at Fredericksburg	The State Normal School for Women
The State Teachers College at Radford..	The State Normal School for Women
<i>West Virginia</i>	
Marshall College	Marshall Academy and Normal School
Concord State Teachers College.....	Concord State Normal School

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